

DOCUMENT RESUME

40

ED 024 176 EC 002 668

By-Meyen, Edward L.; Carr, Donald L.

In-Service Training Materials for Teachers of the Educable Mentally Retarded. Session III.

Iowa State Dept. of Public Instruction, Des Moines, Iowa Univ., Iowa City., Special Education Curriculum Development Center, Iowa City, Iowa.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Bureau No-BR-6-2883-2

Pub Date [67]

Grant-OEG-3-7-002883-0499

Note-107p.

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors-Communication Skills, Core Curriculum, Current Events, *Curriculum, Curriculum Guides, Educable Mentally Handicapped, *Exceptional Child Education, Instructional Materials, *Language Arts, Learning Activities, Lesson Plans, Mass Media, *Mentally Handicapped, Newspapers, *Teaching Methods, Vocabulary

Supplementing language arts for the educable mentally handicapped, the guide provides a representative unit on newspapers with core area activities, vocabulary, and 33 lesson plans. Sub-topics include community orientation, occupations, leisure time and recreation, weather, local history, money management, homemaking and home repair, transportation, social issues, place relationships, famous personalities, safety, and health. For each unit, objectives, activities, and resource materials are specified. Following the unit are a glossary of terms, a bibliography for teacher resources and reference, a bibliography and a supplemental reading list for students, and a list of films and filmstrips. Forms for teacher evaluation of the guide are included. (LE)

The image shows a newspaper page from 'THE NEWSPAPER' with a large, bold headline. The page is filled with text in a unique, blocky font. A central photograph depicts a teacher and a student. The student is seated at a desk, and the teacher is standing behind them, gesturing with their hands. The overall layout is that of a mid-20th-century newspaper.

This document has been approved by
Dr. Delmer Trester, Central ERIC,
Office of Education, for input
to RIE.

A Cooperative Program Involving the Iowa State Department of Public Instruction and The University of Iowa

IN-SERVICE TRAINING MATERIALS FOR TEACHERS
OF THE EDUCABLE MENTALLY RETARDED

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

Session III

Policy Statement: A review of commercially prepared material by the Special Education Curriculum Development Center does not constitute a recommendation or endorsement for purchase. The consideration of such material is intended solely as a means of assisting teachers and administrators in the evaluation of materials.

Staff: *Edward L. Meyen, Director*
Sigurd B. Walden, Assistant Director
Munro Shintani, Ph.D., Coordinator

Staff Assistants:

Phyllis Carter
Pat Adams
Keith Doelinger

Summer Staff:

James Stehbens, Ph.D.
Marilyn Chandler
Sally Vitteteaux
Mary Ward

The project is supported in part by a grant from the
U.S. Office of Education, awarded under PI-88-164
Edward L. Meyen, Principal Investigator
Donald L. Carr, Ph.D., Co-Investigator

PLEASE NOTE

The evaluation sheets found at the conclusion of this material represent the continuing effort of the Special Education Curriculum Development Center to meet the needs of the Special Class teacher. It is requested that teachers using this material record statements and specific evaluation points as indicated and submit this to the Center.

The time and effort given to this report will be greatly appreciated. You may be assured it will receive serious consideration in structuring guidelines for further development of materials to be disseminated.

The Newspaper - A Major Supplement to the
Language Arts Program for the Educable Mentally Retarded

The selection and/or modification of Language Arts material for use with the educable mentally retarded represents a major assignment for the special class teacher. At times he finds himself in the position of having to develop lessons which are compatible with the interests and abilities of the retardate. This is particularly true of the teen-agers in special classes. Access to books, magazines, newspapers, and other printed material enhances learning and makes the process more enjoyable. The availability of newspapers and magazines particularly can add much to the education of the retarded if they are encouraged to read them and are cognizant of the source of meaningful information they represent. The focus of this publication is on the use of the newspaper as an integral part of the Language Arts program. The lessons are not intended to be inclusive, rather they are presented as representative lessons which can be elaborated on by the teacher. The lessons are prepared in the format used by the project staff in the writing of units. This does not necessarily mean that teaching the use of the newspaper should be restricted to the unit approach. The unit format has been used mainly as a convenient means of presenting the lessons. Newspapers play a very important role in every individual's life. People in general tend to depend on the newspaper for their major source of information about their community. They rely

on it for weather forecasts, job opportunities, and a source for locating entertainment. The newspaper in itself represents a source of pleasurable reading. The person who is unable to read the newspaper or is unaware of what it has to offer finds himself at a significant disadvantage in our society today. The educable mentally retarded represents the marginal group who may or may not be equipped to make use of the newspaper effectively. To effectively teach the student to read the newspaper for information and pleasure the curriculum must include experiences with this purpose in mind. The student must be taught where to look for the TV schedule, the movie advertisements, the want ads, sports information, and general news. Certainly they may acquire many of these skills incidentally if left to chance but it is important that they be introduced to the newspaper early. Reading the newspaper is a good example of teaching basic skills through meaningful application which is so important in the education of the mentally retarded.

Suggested Guidelines

1. The cliche that the teacher must know his students has become almost a truism today. If the subject matter and teaching techniques are to be commensurate with the child's abilities and interests the teacher must be well informed. The typical newspaper includes a variety of content, some of which may be of interest to most people, however, many people find only certain segments appealing. If the child's interest is to be capitalized on the teacher must concern himself with knowing his pupils. One of the more difficult problems centers around the finding of material

which reflects that element of maturity so important to the mentally retarded youth. Too often the junior and senior high age retarded student is asked to read what appears to them to be "baby stuff". The teacher must be sensitive to this concern on the students' part. Knowing the students and knowing the local newspaper can help the teacher avoid this problem and at the same time improve the students' reading habits.

2. The reading level of newspaper content generally approximates the 5th or 6th grade reading level. While this range is not sufficient to accommodate all reading levels in a junior high special class, the utilization of pictures, ads, and contextual cues enhances its application. The range of topical coverage is intended to meet the needs of the broad spectrum of the population, thus a daily search of the paper will yield content appropriate to the interests of the total class. In contrast to many reading sources, the newspaper provides for the unique interests of the individual as well as the total group. Through innovation and creative teaching, the teacher can make the newspaper an effective motivational tool.

When working with newspapers, extra care is necessary in the vocabulary presentation and the length of reading assignments. Since the teacher is responsible for the tempo and guiding the lessons, plans must be kept flexible. Caution must be exercised so that the lessons are not retarded in pace when the students ask questions or show unexpected interest in a topic worthy of further development. With this care, plus the regular sessions of general class discussions, the students will hopefully show an improvement in reading. A limited understanding of local and

national affairs plus some knowledge of a few personalities in the news should also be developed.

3. Don't overlook the literary value of the newspaper. It supplies readers with villains and heroes as well as suspense and general entertainment. Adventure is provided through sequential stories, feature articles, and to an extent, the comics. A major advantage is that many of the stories are oriented to the local community. The reader can identify with the implications of the story because he gains reinforcement from being familiar with the actual situation.

Considerations

1. The administration may be indifferent or object to a heavy emphasis on the newspaper. This probably will relate to their concern that the teacher is making less use of a basal series if he resorts to using the newspaper. In reality special class teachers have routinely used teacher made material and the use of the newspaper will not result in a major change in the use of a basal series.
2. The cost is the second problem that might arise. However, some newspaper publishers will lower subscription prices if the papers are purchased in bulk. For instance, the Des Moines Register, which has state wide coverage, and the Burlington Hawk-Eye, from a local situation, will come to the classroom for 3 cents a copy for ten or more copies for five days a week. In a class of fifteen students this would amount to \$2.25 per week or \$9.00 a month. Many dollars are spent on supplemental materials each year - so why not extend the investment to cover newspaper subscriptions? For the activities involved in this unit, it is suggested that each student should eventually have his own newspaper. However, it may be impractical to begin the unit with a full set of newspapers.

Much will depend upon the interest of the group and their previous orientation. It may cause confusion to pass out too much material at one time. If there is a chance that this might happen, it would be better to begin with one newspaper and to work in small groups or individually to acquaint the children with the features to be found in the paper. Careful presentation of this technique is most important, for it may help to avoid the frustrations that often develop if too much is presented at once and if too many directions are given. Too much frustration in the initial presentation might retard the development toward better reading habits. Consequently, the principal aim of this unit, use of the newspaper, would suffer.

After the specific unit is completed, the number of subscriptions may be cut to the minimum order, thus helping to reduce the cost. The important thing to remember is that after the enthusiasm for reading the newspaper has taken hold, effort should be made to continue the newspaper reading habit by making them available for as many students as possible.

3. A third problem that confronts the teacher in using the newspaper as a supplement to the basal reading series might be adverse criticism from a few colleagues. Such criticisms from fellow workers, from those outside of the special education department particularly, will probably dissipate if the teacher takes time to explain the program.

Blair, in his book Diagnostic and Remedial Teaching says, "it is most desirable that an abundance of material in magazines and newspaper form be provided. Teachers find that pupils will

read nothing else."¹ Therefore, the resourceful teacher may wish to find wholesome magazines on the newsstand which deal with western or detective story themes. It may be argued that such material is unworthy of being read in schools. As long as material is not vicious or immoral, it may serve the useful purpose of getting a retarded child to read. A good rule to follow is: BEGIN WHERE THE PUPIL IS, EVEN IF IT MUST BE WITH THE COMICS.² Only by beginning there and working patiently and long, can the pupil be led to more worthy selections.

If this unit is to be of help, it must be used as a guide and not as a blueprint. Although it contains a number of specific suggestions, it is obviously not all inclusive. Therefore, suggested activities are intended only to be illustrative. Each teacher will be able to expand on these suggestions and to improvise others. As Holmes says, "Many ideas grow better when transplanted into another mind than in the one where they sprung up;" so too, this unit presents no final solutions to the problem of teaching reading and the related Language Arts at the junior and senior high levels. It merely describes one approach. It will be up to each individual teacher to take it from here.

¹ Glenn Myers Blair, Diagnostic and Remedial Teaching, New York: The Macmillan Company, 1956, p. 205.

² Reading Instruction in Secondary Schools, National Education Association Research Bulletin, Vol. 20, No. 1, January, 1942, p. 22.

REASON FOR SELECTING UNIT TOPIC

The newspaper represents a major source of reading for the adult retarded. The retarded youth needs to be encouraged to read for information as well as entertainment. The newspaper provides an inexpensive resource for both.

GENERAL OBJECTIVES

1. To improve language arts and communication skills.
2. To stimulate students to seek knowledge applicable to daily living.
3. To encourage the students' use of the newspaper as adults.
4. To intensify an awareness of the community and the world.
5. To help pupils understand the importance of mass communication.

SUB-UNITS

1. Community orientation
2. Occupations
3. Leisure time and recreation
4. Weather
5. Local history
6. Money management
7. Homemaking and home repair
8. Transportation
9. Social issues
10. Place relationships (geography)

- 11. Famous personalities
- 12. Safety

- 13. Health

CORE AREA ACTIVITIES

- A. Arithmetic Activities
 - 1. Compute batting averages
 - 2. Compare wins and losses of sports teams
 - 3. Do problem solving in determining cost of an ad.
 - 4. Figure pay from an hourly wage
 - 5. Figure profit from sale of an item
 - 6. Measure newspaper content in column inches
 - 7. Compute tax using tax base
 - 8. Figure food costs by using grocery ads
 - 9. Make change from purchases
 - 10. Estimate costs of items and ads
- B. Social Competency Activities
 - 1. Group discussion on social topics
 - 2. Evaluating acceptable and non-acceptable behavior as reported in the newspaper
 - 3. Role playing
 - 4. Scheduling leisure time activities by using the schedule in the newspaper
- C. Communication Skills Activities
 - 1. Express self clearly and concisely
 - 2. Increase speaking and writing vocabulary
 - 3. Summarize material read

- 4. Express thought in complete sentences
- 5. Use correct punctuation
- 6. Be an effective listener
- 7. Increase rate of reading
- 8. Develop oral expression
- 9. Use a telephone
- 10. Write letters
- 11. Use listening skills to evaluate and interpret oral communication
- 12. Write experience charts
- 13. Read signs, labels, and ads
- 14. Write stories, make booklets, and label pictures
- 15. Use index skills
- 16. Classify material
- 17. Become selective and make judgments
- 18. Do proof reading ,
- 19. Interpret headlines and other printed material
- 20. Draw conclusions
- 21. Make comparisons
- 22. Predict outcomes and consequences
- 23. Follow directions
- 24. Use skill of skimming
- 25. Use the dictionary and encyclopedia
- 26. Use related materials and previous concepts developed
- 27. Develop sequence skills
- 28. Organize ideas
- 29. Select pertinent facts in an article
- 30. Read for pleasure and enjoyment

D. Safety Activities

- 1. Find safety articles in the newspapers
- 2. Interpret accident reports
- 3. Make charts and graphs from statistics found

E. Health Activities

- 1. Check weather reports and select appropriate dress

2. Plan a menu using the grocery ads
3. Learn nutritional value of foods that are advertised

F. Vocational Competency Activities

1. Help develop responsibility by picking up newspapers at the sub-station and delivering them to the classroom
2. Follow directions
3. Accept criticisms and suggestions
4. Evaluate own background and list characteristics for employment
5. Apply for a job
6. Interview a resource person

VOCABULARY

advantage	arrangement	basketball	caption
advertisement	articles	bride	cartoon
appliance	artist	buying	casual
application	baseball	calendar	classified ads

classify	farm news	location	purchase
column inch	fashion	magazine	qualifications
comic strip	feature	major	rate
compare	football	minor	recipe
conclusions	goal	mistake	relay
correspondence	graph	model	reliable
corresponding	guarantee	national news	religion
cost	headline	news agency	responsible
date line	help wanted	newspaper	results
derby	hit	obituaries	run
dictionary	hurdle	olympics	sales tax
direction	illustration	opinion	schedule
drawing	index	personal	science
editor	inning	photograph	score
editorials	journal	photographer	serial story
exact	key	poem	services
employee	language	politics	shopping
employer	leisure time	products	signs
fact	local news	profit	sketch

society	syndicate	traffic	want-ads
sports	tally	transportation	weather
styles	tennis	unusual	wire service
subjects	touchdown	vital statistics	world series
subscription	track	vocation	write-up

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON I

To point out examples of functional reading done by junior high students.

Use the bulletin board (previously prepared) to introduce the unit. Ask, "What have you read today?" Invariably some students will say, "Nothing." Find out if any of them have looked at their watches or a clock. "How did you know what time it was? You 'read' the time. Did you see any signs on your way to school? e.g. traffic signs, street signs, billboards, etc. Have you noticed the date? Did you look at the calendar? Did you see the year, the month, the day? Then you read it. You received a schedule card this morning in Home Room. Did you look at it? What did you see? Your name - then you read it to know it was yours and not someone else's."

Draw the conclusion that we do lots of reading every day and don't always use a "book". "That's exactly what we are going to do for reading this year. Sure we are going to have reading - but not from a book as most of you have been used to. So, can you think of

Bulletin Board

Examples of functional reading:
clock
TV schedule
School schedule card
Traffic signs
Calendar
A recipe
Comic Strip
Cartoon
Poem:
There was a young
lad so some say,
Who never felt merry
or gay.
Then he took a good
look
And picked out a
book
And he laughed for
the rest of the day.
-Anon.-

Full page picture
from Life or Look
magazine.

RESOURCE MATERIALS

ACTIVITIES

OBJECTIVES

Lesson 1 (cont.)

something you could read that we could have every day, that would be different every day, have lots of kinds of stories, and be of something of interest to all of us?"

Elicit from the group that it is the newspaper that will be used.

Make arrangements with a student to bring the newspapers to school each day from the newspaper sub-station.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON II

To ascertain the knowledge students' possess concerning newspapers.

Get reactions from the group:

1. "Do you read any newspaper now?"
2. "Which part do you read?"
3. "Do you ever look at magazines?"
4. "Which do you like best - magazines, newspapers or books?"

5. "Why do people buy a newspaper?" (Not expensive, current news, information that can't be found in books)

6. "How can a newspaper help you?"
7. "What kinds of things must you know to be well informed?"
8. "Is there more than one type of newspaper?"

Show film, Mightier Than the Sword.

Establish a display in the classroom for students to use: include newspapers (children's, daily newspaper from local community and Des Moines Register); books with low reading level but high interest level; comics; etc.

Film:

Mightier Than the Sword
Bureau of Audio-Visual Instruction, Extension Division, State University of Iowa, Iowa City, Iowa, 52240.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON III

To become familiar with contents of the newspaper.

"In a newspaper is there one part you like best? What do you read first? What do you do with a newspaper the first thing?"

Distribute class copies of newspapers. Spend several minutes looking through the newspaper - browsing - to get an over-view of what it contains. Take time to discuss any story, ad, comic, cartoon or headline that any child shows an interest in.

Make a list of different words students use:

headline
sports page
comics
local news
weather
index
TV guide

Such words describe the various parts of the newspaper. Revise this list and keep it up-to-date throughout the unit.

Discuss what you do with newspapers besides read them: wrap garbage, burn them, sell them, use

Class copies of the daily newspaper.

Film:
Trees to Tribunes
I-533 (I-C)
University of Iowa

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

Lesson III (cont..)

as floor protective covering immediately after scrubbing, or at the entrance on a rainy, snowy day, set wet shoes or boots on them, papier-mache in arts and crafts, insulation, start a camp fire or fire in the fireplace, cover the desk if pasting or painting etc.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON IV

To become familiar with contents of the newspaper. (cont.)

Provide a review of the vocabulary list of the different parts of newspaper by dividing bulletin board into sections. Make caption for each section.

Scissors for cutting.

Letter patterns for bulletin board captions.

Students may make captions by: stencil, cutting out headings from newsprint, cutting letters using colored comic pages. Decide on the size of the letters that should be used so they can be seen from all

Class copies of the newspaper.
Film:
Current events: Understanding and Evaluating Them
U-6113

University of Iowa parts of the room. Draw around letters (already have a pattern) or cut own letters from previous letter cutting experience. Mount on space allotted on bulletin board. While committee is working on captions others will find examples from their newspaper to fit into each category. Cut out news item and ready to justify placement in a certain category in the group discussion that follows. Let the group decide whether each example is descriptive enough to take a permanent place on the bulletin board.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
<p>Lesson IV (cont.)</p>	<p>(Save items found but not used, for activity that follows)</p> <p>See film, <u>Current Events: Understanding and Evaluating Them.</u></p>	

RESOURCE MATERIALS

OBJECTIVES ACTIVITIES

LESSON V

To become familiar with contents of the newspaper. (cont.)

Begin individual activities. Each student will develop own notebook or scrapbook. First item to be included is the vocabulary list previously developed. Copy and place in notebook. Leave space to add to this list. From this list the notebook will be divided into

sections. The students are to find an example for each section and paste in the notebook. The result is to make individual books to show knowledge gained and to establish a system for keeping items of interest

from the newspaper. As each clipped article is entered into the book it should be dated and the source from which it was obtained should be cited. (Name of newspaper, magazine, comic book, etc.)

While students are working independently on above activity individual help may be given to those needing more direct help. Several may come together

Class copies of newspaper.

Supply of newsprint to use for notebooks. (Cut to 8½ x 11 inches for notebook size.)

Paste and scissors

Individual notebooks supplied by students (folders can be made from oak tag if preferred)

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

Lesson V (cont.)

for group work with the teacher. With this group decide on the specific item being sought, for example, a national news article. Review with students the differences between local, state and national items. "Who cares about the story?" This question can help determine whether the news story is of national, state, or local interest. Find an example of each and point out why each is classified as it is - and that the dateline gives a good clue. Explain that the dateline is the place where the story originates - the name of our town would be local, anything about Iowa would be state news, Washington D.C., New York, etc. would pertain to national news.

Elderly Man Hurt Falling On Walk

William Richard Barry, 96, of 1311 Aetna, was treated at Mercy Hospital Thursday afternoon for cuts on his forehead and chin suffered when he fell on the sidewalk in the 400 block of Jefferson. He was dismissed after treatment.

Delay State Wage Hikes

DES MOINES (AP) — State employees granted pay increases by the 1967 legislature will have to wait a month before getting their raises.

A spokesman for the state comptroller's office said Thursday the pay hikes will not show up until the Aug. 7 payroll checks are issued.

The raises for some 15,000 employees, averaging about 5 percent for most workers, were scheduled to start July 22.

Governor Is Fishing

However, the legislature did not adjourn until last Sunday, the first day of the fiscal year, and most appropriation bills are awaiting the signature of Gov. Harold Hughes, who is on a 10-day fishing trip.

July pay day also will be late for about 24,000 persons receiving old age assistance. Their checks ordinarily would have been mailed last Saturday but will not be sent until Monday. Welfare officials said they do not know when some 11,500 aid to dependent children checks will be mailed.

Settlement In Rail Dispute

WASHINGTON (AP) — A Presidential board announced Saturday a "final and binding settlement of all issues" in the dispute between 71 railroads and the railway conductors and brakemen.

The terms for the 16,000 union members were not announced but it was understood the agreement to be worked out in detail provides for a six percent wage increase retroactive to last Sept. 1.

1. The contract is to run to June 30 of next year.
The Rt. Rev. Msgr. George C. Higgins, chairman of the three-member panel named on May 30 by President Johnson, said both sides "have executed a memorandum of understanding which provides the basis for a detailed agreement to be executed at a later date.

No Details Yet
"The details of the settlement will be released at that time," he added.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON VI

To learn to classify news stories according to local news, state news, national news.

Read these headlines to the class. Give students an opportunity to decide if the stories are of local, state or national interest. Review "who cares about the story" concept previously developed.

1. Damage is Heavy in Waterloo Disturbance (state)
(national)
2. Modern New Testament is Big Paperback Seller
3. People Are Changing Minds About LBJ (national)
4. Cubs are Dying Slowly (national)
5. Polio Vaccine Available at City Health Center
(local)
6. Mayor to attend Water Show at River Front
(local)
7. Hail, Wind in West Iowa (state)
8. Area Man Killed in Car-Train Crash (local)
9. Governor Signs New Tax Bill (state)
10. Rail Strike Begins Today (national)

As a follow-up activity let students select their own headlines and then classify according to "Who cares about the story?" (national, state or local story)

Prepare a bulletin board display - make captions:

RESOURCE MATERIALS

ACTIVITIES

OBJECTIVES

Lesson VI (cont.)

National News Story, State News Story, Local News

Story. Find news stories to place in each category.

Students should be ready to justify selection and placement of each story.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIAL

LESSON VII

To conduct a survey to find out how much time we spend at home looking at and reading the different parts of the newspaper.

"Now that we've looked at the newspaper and have seen the different parts of it let's take a survey!" Take time to develop this term in a broad concept, and then in terms of the specific intent for this lesson. "This survey is going to find out just how much time we spend looking at the newspaper at home. There is a reason for doing this. When we finish studying the newspaper at the end of the year we will take another "survey", to see if the amount of time you spend reading the newspaper has changed."

Distribute survey forms to the class. Students are to check each category as honestly as they can as to the accurateness of the time they spend. Because of the reading difficulties of some students it may be necessary for this activity to be teacher directed.

Select a committee to tally the results of the survey and prepare a report to present to the class.

SURVEY ABOUT NEWSPAPERS

PURPOSE: To find out how much time is spent outside of the classroom reading a newspaper.

DIRECTIONS: Make an X in the column that best tells about your reading habits and indicate the approximate time spent reading by writing down the number of minutes.

	READING HABITS				TIME
	USUALLY READ	OCCASION-ALLY READ	SELDOM READ	NEVER READ	
ADVERTISEMENTS					
CARTOONS					
COMICS					
CLASSIFIED ADS					
EDITORIALS					
ENTERTAINMENT (other than movies, radio and TV)					
FARM NEWS					
FEATURE COLUMNS					
HEADLINES					
INDEX					
LOCAL NEWS STORIES					
MOVIE SECTIONS					
NATIONAL NEWS STORIES					
PICTURES					
PUZZLES AND GAMES					
RADIO					
STATE NEWS STORIES					
SPORTS					
TV GUIDE					
VITAL STATISTICS					
WEATHER REPORTS					
WOMEN'S PAGE					

OBJECTIVES**ACTIVITIES****RESOURCE MATERIALS****LESSON VIII**

To learn to use a newspaper index.

Find the index in the daily paper. Discuss use of it. Be alert that the index may be concealed by another name: "On the Inside" (Burlington Hawk-Eye) or "Where to Find It" (Des Moines Register). Find the index in the local paper. "Where is it located? What does it tell us? Why is it important to use it?"

Distribute worksheets (see next page)

Daily newspaper
Worksheet prepared
and dittoed about
using the index.

On The Inside

Where to Find It:

	Comics	4-S	TV, Radio
	Editorials	6	Weather
	Markets	12	Women
Late Local	3		
Comics	15		
Crossword	16		
Deaths	12		
Editorial	4		
Movies, Radio, TV	5		
Sports	10-11		
Women's News	8-9		
Servicemen	7		

Lesson VIII (supplement)

DAILY NEWS INDEX

<u>Features</u>	<u>Page</u>	<u>Features</u>	<u>Page</u>	<u>Features</u>	<u>Page</u>
Bride	15	Fashions	16	Obituaries	24
Classified Ads	25	Food	17	Patterns	16
Comics	27	Horoscope	26	Serial Story	13
Crossword	28	Love Matters	14	Sports	22
Editorial	4	Movies	5	TV, Radio	5
				Weather Report	1

Directions: Use the index of the Daily News to see what page you would turn to in the newspaper to find the following:

1. the baseball scores _____
2. a story to read _____
3. help wanted ads _____
4. the buy of the week at the grocery store _____
5. a recipe _____
6. how the editor felt about a news event _____
7. what the temperature will be tomorrow _____
8. the channel for a TV program _____
9. news about Dagwood _____
10. notice about a death _____
11. the time a movie starts _____
12. a word game _____
13. advice about going steady _____
14. predictions based on the planets _____
15. what the well-dressed person is wearing _____

RESOURCE MATERIALS

ACTIVITIES

OBJECTIVES

LESSON IX

To learn to get main idea from a headline.

Save every main headline from paper for one week. Cut these out and date. Look at them closely to determine what are the main subjects each are about. Classify according to subjects. Which are repeated? Repeat activity two weeks later. Classify according to subjects again. Compare to original collection. Now which subjects are repeated? Draw inferences - What does this mean? Why has this happened?

Daily newspapers

**Rusk Claims US
Will Stand Firm**

**Hughes Praises
New Tax Package**

**Movement Grows
For Tax Increase**

New Racial Violence

Order Federal Troops
To Detroit

**Troops Force
Detroit Calm**

**33 Dead From
Detroit Riots**

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON X

To become familiar with the editorial page.

"Use the index of your paper and find the editorial page. What do you see on this page?" (letters to the editor, editorials, cartoons, columns written by experts in their field regarding national and world affairs.)

"What is an editorial?" (an opinion)

"What is the difference between fact and opinion?"

Read poem "The Blind Men and the Elephant" by John Godfrey Saxe.

Discuss this poem. "Does it show opinion or fact?" List the six opinions that the blind men had.

"What is a 'letter to the editor?'"

"Could we write to the editor?"

"What might we write about?"

Daily Newspapers
Poem - "The Blind Men and the Elephant"
by John Godfrey Saxe
(see next page)

Film:
Small Town Editor
U-3952
University of Iowa

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

Lesson X (cont.)

Follow-up activity: Compose a letter to send to the editor concerning a local situation which may affect the students, e.g., lack of supervised recreational facilities, needed traffic signals at busy intersections, etc.

The Blind Men and the Elephant
John Godfrey Saxe

It was six men of Indostan
To learning much inclined,
Who went to see the elephant
(Though all of them were blind).
That each by observation
Might satisfy his mind.

The fourth reached out his eager hand
And felt about the knee.
"What most this wondrous beast is like
Is mighty plain;" quoth he;
"Tis clear enough the elephant
Is very like a tree!"

The first approached the elephant
And happening to fall
Against his broad and sturdy side,
At once began to bawl,
"God bless me! but the elephant
Is very like a wall!"

The fifth who chanced to touch the ear.
Said "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an elephant
Is very like a fan!"

The second, feeling of the tusks,
Cried, "Ho! What have we here
So very round and smooth and sharp?
To me 'tis might clear
This wonder of an elephant
Is very like a spear!"

The sixth no sooner had begun
About the beast to grope,
Than, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the elephant
Is very like a rope!"

The third approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
"I see," quoth he, "the elephant
Is very like a snake!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though he was partly in the right
And all were in the wrong!

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XI

To learn to interpret pictures without reading printed material under the pictures.

Devote one class period to collecting pictures from the newspaper or magazines. Select one word that would tell where each picture happened. Decide on another word that tells who is the important person or thing pictured. Choose one word that could tell when this happened. Make one sentence in the student's own words that could tell why this picture is news.

Paste the pictures on $8\frac{1}{2}'' \times 11''$ construction paper. Under each picture type or print the sentence that the student has developed. Check for errors. Be sure each picture is dated. Staple all pages together for a "book" that can be used for future reference.

A contest among the class members could be held to choose the best illustration for the cover

Daily newspapers or magazines.

Construction paper cut $8\frac{1}{2}'' \times 11''$.

Paste, scissors, stapler.

Film:

Making Books

U-2477

University of Iowa

RESOURCE MATERIALS

ACTIVITIES

OBJECTIVES

Lesson XI (cont.)

of the book.

Note to the teachers:

Pictures collected may be dry mounted for permanent file.

OBJECTIVES**ACTIVITIES****RESOURCE MATERIALS****LESSON XII**

To learn to recognize the main idea from a news picture.

Select a news picture from those collected by the class. Ask the students the following questions to encourage discussion:

- a. "What is the main idea in the picture?"
- b. "Who are the people?"
- c. "What has just happened?"

- d. "What is happening now?"
- e. "What might happen next?"
- f. "Why is this picture news?"
- g. "Does this picture tell a story?"

Write sentences on chalkboard about the picture as students dictate. Select a good title for the picture and the story. Students may work independently or in small groups creating stories about pictures. As stories develop and are completed staple them together into a "book" for the reading table.

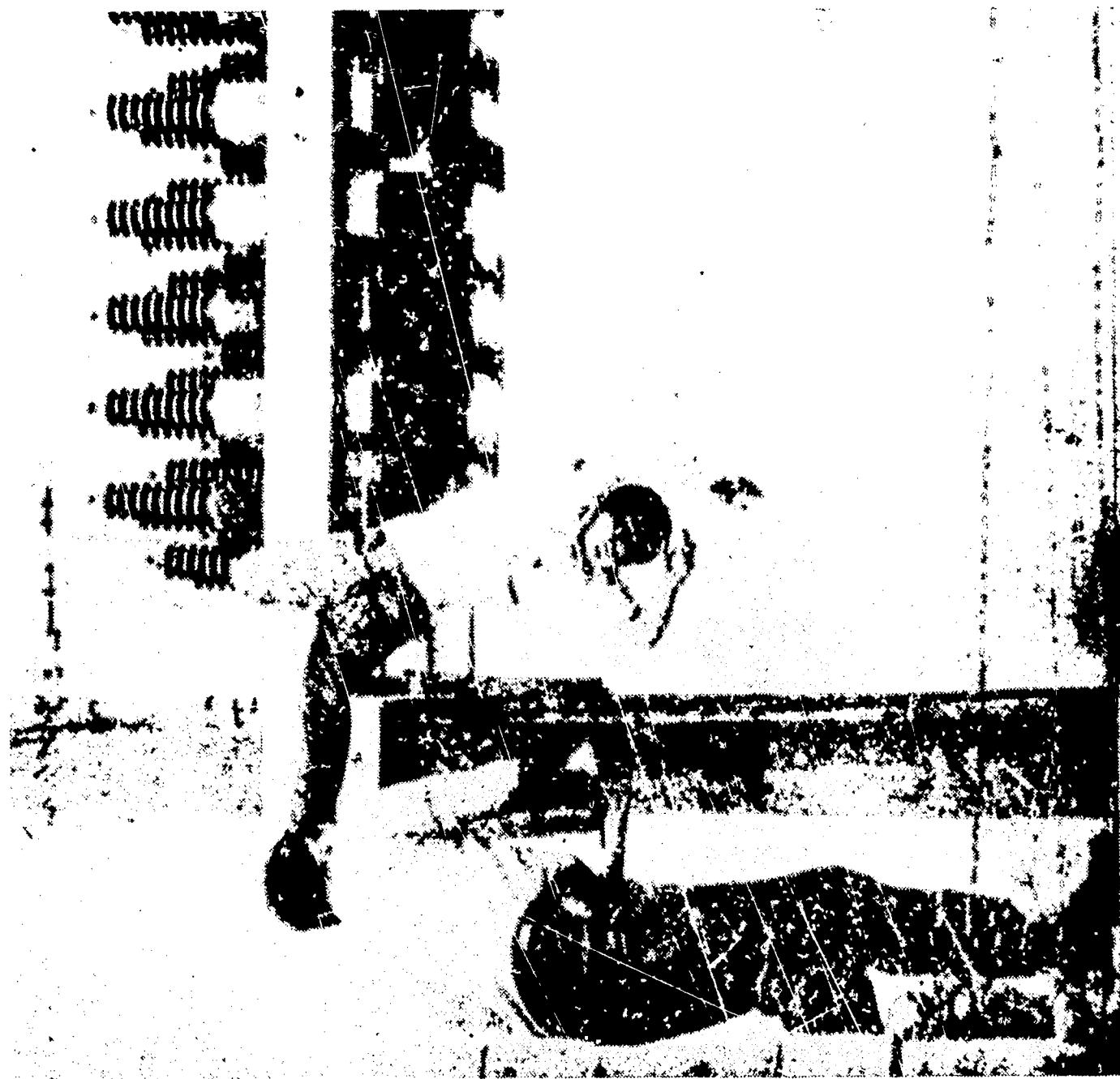
Daily newspapers.

Film:
Punctuation for Beginners (Primary)
U-5651

Film:
Why Punctuate? (Intermediate - High School)
U-2845

Available from:
State University of
Iowa, Iowa City

Lesson XII (cont.)



OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XIII

1. To provide practice in sequential development.
2. To develop ability to match printed material to pictures.

Show students the first two pictures in the series, using opaque projector. Let the group decide what might develop next. Show first four pictures and decide what will happen. Show the first five pictures and let group describe what the last picture might show.

Write a sentence to go with each picture. Also write thought captions to show what each person might be thinking or saying.

Cut strip apart. Paste pictures on separate cards. Have students assemble them in proper order. Mount sentences and thought captions on oaktag. Match them to the corresponding pictures.

Direct students to write a story about "Henry" in their own words.

Sample: A Half Fish Story

One hot summer day Henry wanted to go fish-

"Henry" cartoon strip
Opaque projector
Oaktag

OBJECTIVES

ACTIVITIES

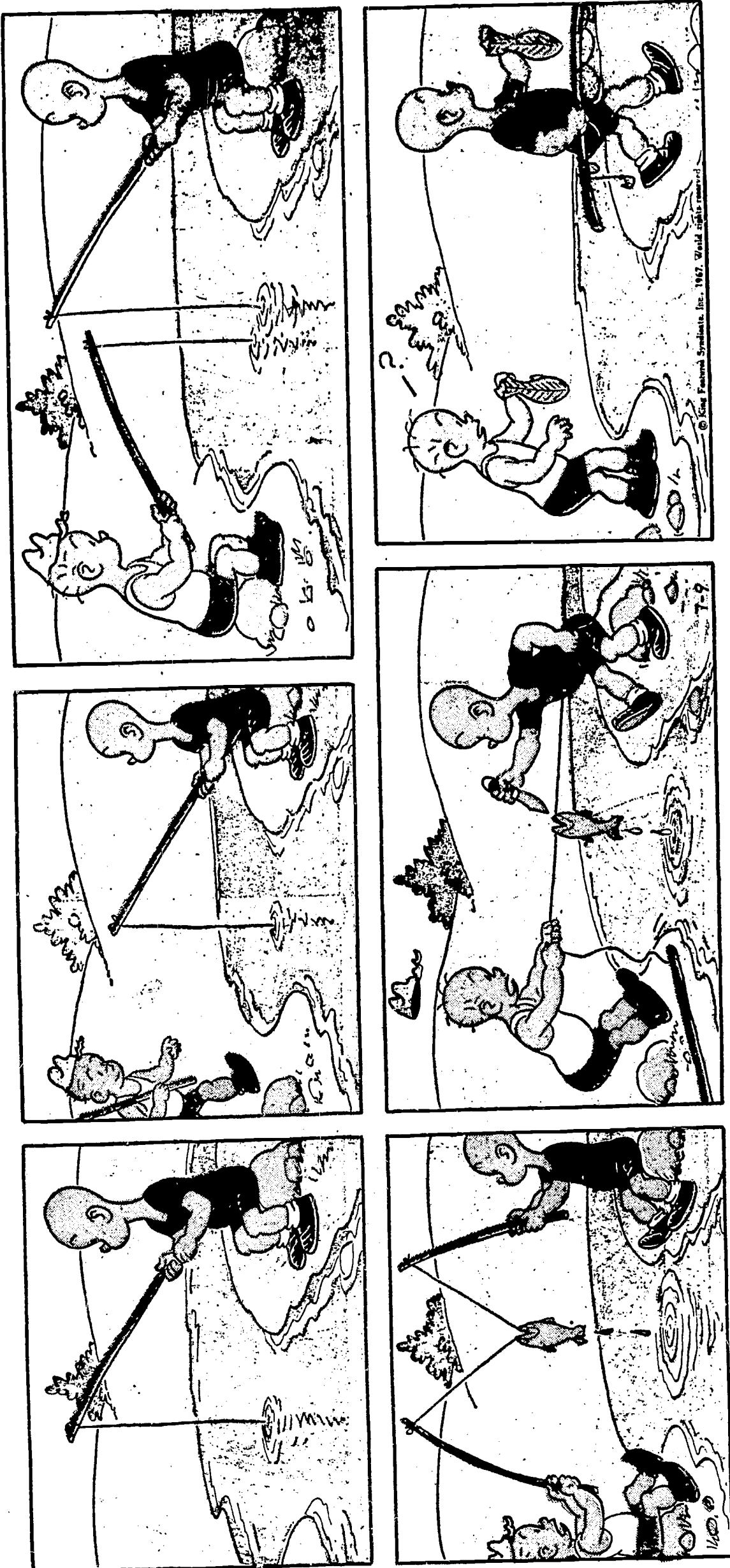
RESOURCE MATERIALS

Lesson XIII (cont.)

ing. He got a stick and tied a string to the end of it and put a hook on it. He sat and sat. Along came Tom. He found a good rock to sit on and fished across from Henry. He was pretty close. Henry said he was too close, but Tom wanted to sit on that rock. Tom and Henry both caught the same fish. Neither wanted to give it to the other boy. Henry got his knife and split the fish in two. Did you ever go fishing and catch a half a fish?

HENRY

by CARL ANDERSON



RESOURCE MATERIALS

ACTIVITIES

OBJECTIVES

LESSON XIV

To compare a photograph and a drawing or sketch.

Find examples of photographs and drawings or sketches in the newspaper. Study and discuss the differences. Point out that a photograph indicates that a photographer recorded the incident on the spot. An artist's drawing is more general and is often used to explain something.

Compare an artist's conception of the new high school building (or any sketch available) with the real building. What is the difference? When would it be best to have a photograph? Why is it necessary to have a drawing?

Divide class into committees. Assign one group to take a photograph with a camera; another group to prepare a drawing or sketch. Discuss what to photograph, sketch, etc.

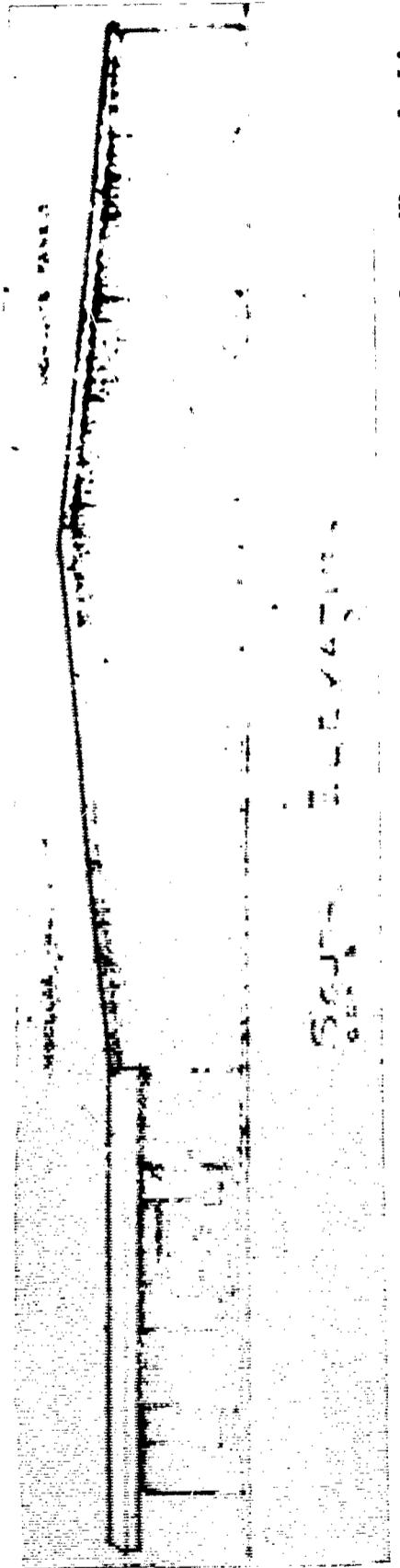
Drawing paper for class to use to make own illustrations.

Newspapers and magazines to use to locate drawings and photographs.

Camera and film

Film:
Photography

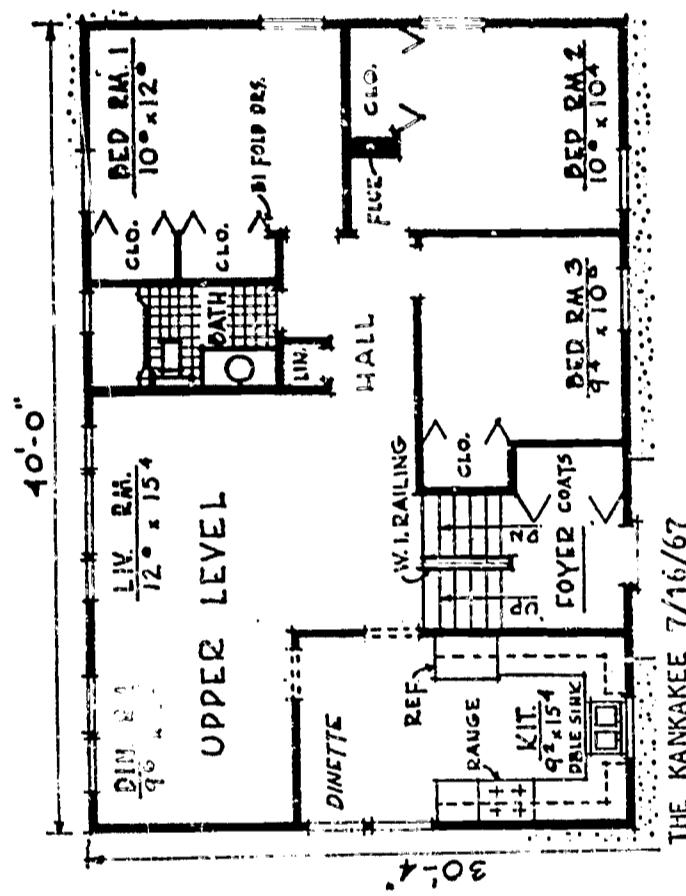
U-2244
University of Iowa



Come November:

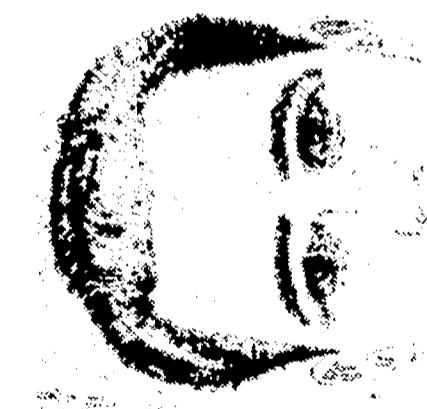
This is the architect's conception of what a traveler will see looking north from US 31 at the new vocational-technical building for South-east Iowa College. The 3,000-square-foot building will house office personnel in the left wing, 40 by 70 feet. The main section, 100 by 312 feet, will house nursing, drafting, physics, electronics, electricity, mechanics, auto body, general classrooms, library, welding shop and auto mechanics classes.

Lesson XIV (Supplement B)



Canada Thistle (*Cirsium
canescens*).

Police Sketch of Suspect



OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XV

To become aware of the types of advertising found in the newspaper.

Ask the following questions to stimulate discussion: "Do you ever read the ads in the paper? Is there more than one kind of ad? Why are there ads in the paper? What is the advantage of advertising?"

Read the poem "Godfish and the Hen". "What would this have to do with the newspaper?"

The codfish lays ten thousand eggs,
The homely hen lays one.
The codfish never cackles
To tell you what she's done.

And so we scorn the codfish,
While the humble hen we prize,
Which only goes to show you
That it pays to advertise.

-Anon.-

Discuss the different types of advertising that are found in the classified section and the ads that advertise products or services. Discuss that the classified section tells about the following:

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

Lesson XV (cont.)

1. For Sale
2. For Rent
3. Work Wanted
4. Help Wanted
5. Lost and Found

Businesses advertise in newspapers so that

people will buy their products or services.

Products are things that are made in factories;
services are things that businesses or people
do for people.

Find examples of different kinds of ad-
vertising in the newspaper.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XVI

To determine how much of the newspaper is devoted to news and how much to ads.

Divide a newspaper - one edition - among the class. Have students measure the column inches on each page to find out how many inches are devoted to news and how many inches are devoted to advertisements. Total results from the class for entire newspaper. Show results on a circle graph and a bar graph in order to visualize the comparison. More able students might convert findings to percentages.

Daily newspapers.

Rulers

Compass

OBJECTIVES

LESSON XVII

To learn about locating and answering an ad.

ACTIVITIES

Assign to students the task of locating ads in Daily Newspapers

the classified section. Cut out examples for the following ads:

Film:
Getting a Job
U-3809
University of Iowa

1. A job you are interested in.
2. Something you would like to buy.
3. An ad advertising a motor bike for sale.
4. Best buy on an appliance for your home (washing machine, refrigerator, air conditioner, television, etc.)
5. A used lawnmower so you can mow yards and earn money.
6. An ad of your own choice.

Dramatize how you would go about answering this ad:
(Examples)

1. Go to the place where the item is offered for sale and see it. Make your own judgment about decision to buy.
2. Call on the telephone to the owner.

RESOURCE MATERIALS

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

Lesson XVII (cont.)

3. Write a letter.
4. Call the newspaper office to inquire about the ad.
5. Have mother and dad inquire about the ad.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XVIII

To establish a criteria for evaluating a product to be purchased through a classified ad.

"What are some things you need to know about an item before you buy it?"

Examples the discussion should bring out:

1. How much does it cost?
2. What size is it?
3. Does it work - or is it in need of repair?
4. What color is it?
5. How much has it been used - and by whom?
6. The reasons the people are selling it.
7. Availability of parts - which parts have been replaced?
8. Is item a name brand?
9. Whether or not it still has a guarantee.
10. How much service has been needed on the item?

Write experience chart listing the important points brought out.

OBJECTIVES

ACTIVITIES

LESSON XIX

1. To locate specific advertisement.
2. To develop understanding of tax and how it applies to daily living problems.

Class assignment:

"The family is shopping for a good used car.

- Use the classified ads to find out the following things:"

What is the best price for the model you want?

What would a new car of this make cost?

How much do you save by buying the used model instead of a new one?

Do you have to pay sales tax on the used car?

Do you have to pay sales tax on the new one?

What would the sales tax be on a new \$2600 car?

Other activities:

Girls could find cost of new vs. used appliance, such as, stove, refrigerator, etc.

RESOURCE MATERIALS

Daily newspapers.

CHEVYS

1965 CHEVROLET \$1895

Impala V-8, Hardtop, 327 engine, heater, automatic and full power.

1964 CHEVROLET \$1645

Chevrolet Corvair, One owner and low mileage, real clean.

1963 CHEVROLET \$1395

Chevrolet Impala V-8 Sedan, Radio, heater, automatic, Spotless.

Opening evenings till 9.

1962 CHEVROLET
STEP - VAN
Would make an ideal camper.
\$395

Smith Motor Sales
160 S. 11th Street

LANGHURST
MOTORS INC.

OBJECTIVES

Lesson XX

ACTIVITIES

RESOURCE MATERIALS

1. Your uncle gave you his old suit. It is too big. Which ad would you use to get it fixed so that you could wear it?
2. After you cleaned the basement you had several things you didn't need any more. Is there an ad that you might use?
3. There is a lady who lives next door that wants to have someone trim her yard. Which ad should you tell her about?
4. Mother said you could get a job if you could be home on Sunday.
5. Your aunt wants to get part-time work this summer.

Give group a chance to ask teacher questions about an ad.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XX

To interpret classified ads.
ads.

"Let's look at two kinds of ads in the paper." Daily newspapers.

Show examples of classified ads and display under the headings:

	<u>Work Wanted</u>	<u>Male-Female Help</u>
1	LAWN SERVICE Lawn mowed, edged and trimmed as desired. Phone 754-3731 extension 2170 or 2228.	1 WOMAN to clean rooms. Fall or part-time work. Hawkeye Hotel.
2	DRESSMAKING all kinds of alterations, all kinds of alterations. Phone 752-4361.	2 USHERS and candy attendants. Must be 16. Apply in person, Palace Theatre.
3	SEWING , dressmaking, alterations on men's and ladies' clothing. Phone 754-4503.	3 WAITRESS 6 a.m. to 2 p.m. shift. No Sunday or holiday work. Hawkeye Hotel.
4	TRASH HAULING , basement cleaning. Buy junk, antiques, tools. Phone 754-4329.	4 YOUNG MAN needed for janitor work day. Will continue part time in fall. Apply Klein Memorial Hospital before 3:30 to Mrs. Tolian.
5	WILL DO babysitting in my home, prefer 2-3 year olds. Phone 754-5997.	5 HOUSEKEEPER for Christian gentleman, small air conditioned modern home. no smokers or drinkers. References exchanged. 752-3821
6	BASEMENT CLEANING and trash hauling 752-3798 after four	6 COOK AND COOK'S HELPER special training course offered for cook. Hours are 10 a.m. thru 6 p.m. but may fluctuate. Please apply in person to Park Manor Nursing Home, 715 Shuey Run Drive, Burlington.
7	WILL DO IRONINGS in my home. Call after 5. 752-7559.	

"What is the difference between these two types of ads? Which one would you use to look for a job? Which one might do some work for you? How many are for men? How many are for women?"

"Using the ads above answer the questions by putting the number of the ad in the space."

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XXI

To interpret classified
ads. (cont.)

"Find and cut out 3 'work wanted' ads. Paste them here and number them."

1.

2.

3.

Talk about the ads with the class. "Which ads could you or your family use? How do you contact the people who will do the work? What assurance do you have that these people are reliable?"

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XXII

To learn to find a job by using the classified ads.

"Find and cut out 3 'Male-Female Help' ads. Paste them here. Number them."

- 1.
- 2.
- 3.

Francis, Roger and Iftikhar, Sam, How to Find a Job. New Readers Press, Syracuse, N.Y., 1959.

Turner, Richard H., The Jobs You Get. Follett Publishing Co., Chicago, 1962.

Vocational Reading Series, Follett Publ. Co., Chicago. The Delso Sisters, Beauticians, John Leverson, Auto Mechanic, The Millers and Willie B., Butcher,, Baker, Chef

Talk about the ads with the class. "Which ones should you answer?"

"Where is this job?"

"What kind of work is it?"

"How would you apply for the job?" (letter, telephone call, or in person)

"What are the hours you would work?"

"What are the wages?"

"How would you go to make personal applications?"

OBJECTIVES

Lesson XXII (cont.)

ACTIVITIES

Do role playing for the job application.

Some take part of employer - What does he need to know?

Some take part of employee - What questions should he ask?

RESOURCES MATERIALS

LESSON XXIII

To develop an understanding of the cost of placing a classified ad.

Discuss that if you want to put an ad in the newspaper, it costs you money. The cost of the ad depends on two things, the size of the ad and the number of days you want the ad to appear in the newspaper.

Find the Want Ad Rates schedule in the newspaper.

A		B	
WANT AD		WANT AD	
RATES		RATES	
<u>And INFORMATION</u>			
28c Per line per day			1 time per word 6c
30 Consecutive days			3 times per word 15c
30c Per line per day			6 times per word 24c
3 to 29 Consecutive days			12 times per word 45c
35c Per line per day			26 times per word 90c
3 to 6 Consecutive days			Applies to minimum of 10 words running consecutive days. All words or group numbers are counted as one word.
Pay for 6 days, Get the 7th DAY FREE!			
45c Per line per day	1 or 2 days		
<u>Size of Ad</u>	<u>1 Day</u>	<u>3 Days</u>	<u>6 Days</u>
2 Lines	\$1.90	\$2.10	\$4.20
3 Lines	1.35	3.15	6.30
4 Lines	1.90	4.20	8.40
5 Lines	2.25	5.25	10.50

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

Lesson XXIII (cont.)

What would this ad cost for one day using rates from A?

What would this ad cost for one day using rates from B?

A _____

B _____

Three days?

A _____

B _____

A Week?

A _____

B _____

HAULING garage and bsm^t clutter,
trash. Barrel emptying. 266-0991.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XXIV

To learn to write a
"Work Wanted" ad

Book - Teen-Agers
Prepare for Work Book II,
Esther O. Carson, page 49.

Discuss placing a "Work Wanted" ad in the
newspaper. Consider the following questions:

1. What kind of work do you want to do?
2. What experience have you had?
3. What qualifications do you have for this job?
4. How can the employer reach you?

Write an ad in this space

Write another ad in this space

Using the Want Ad Rate schedules in the
paper, figure the cost of placing the ad for
three days, for a week, etc.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XXV

To give further practice in writing a classified ad.

Discuss placing "For Sale" ad. Give the following directions: "Pretend you have a bike that you have outgrown and you want to sell it.

Write an ad. Figure cost of ad. Determine what profit would be after selling your bike.

Price you are asking for the bike. _____

Price of ad _____

The difference in the two items is your profit.

My profit is _____

Daily newspapers.

RESOURCE MATERIALS

ACTIVITIES

OBJECTIVES

LESSON XXVI

To learn to use grocery ads to compare prices

See attached sheets for sample lessons
Prepare lessons using grocery ads, emphasizing sample lessons:

izing functional math skills, the concept of economy in volume buying, etc. See the following sample lessons:

Basic Numbers 300
1964. The purpose of this book is to help the student read and understand newspaper advertisements and to assist him in using numbers in newspapers ads to his advantage. Difficulty levels grade 1, 2, 3.
Mott Adult Reading

Center

965 E. 7th St.,
Flint, Michigan 48503

Lesson XXVI (sample lesson #1)

1. Why might the price be different for the peppers? _____
2. What would 3 peppers in ad A cost? _____
3. What would 3 peppers in ad B cost? _____

GREEN PEPPERS

10c
EACH

A

B Family Bell Large
GREEN PEPPERS Each **5c**

A

1. How much would 5 meat pies cost? _____
2. How much tax would there be on this purchase?

3. What would your change be from \$1.00?

FROZEN
MEAT
PIES EACH
13c

A

FRITOS
REG. 29c
PKG. 29c

1. Which is the better buy A or B? _____
2. If you would buy 2 packages in B what would you pay? _____
3. How much do you save by using the ad in example A? _____

Lesson XXVI (sample lesson #2 cont.)

1. What does the c.s. and w.k. mean in ad A? _____
2. Using ad B how much would one can of corn cost? _____
3. Using ad A how much would one can of corn cost? _____
4. Is the better buy the price offered in A or B? _____

RAGGEDY ANN SALE

★ **GREEN BEANS**

★ **CORN** Whole Kernel or Cream Style

★ **PEAS**

★ **RED KIDNEY BEANS**

CORN \$1.00
5 303 CANS

PEAS \$1.00
5 303 CANS

CANS \$1.00
6

HY-VEE C.S. OR W.K.

CORN
HY-VEE SWEET

B

A

U.S.D.A. Grade 'A' Pearl Brand Young 6 to 8 Lb. Sizes

HEN
TURKEYS **Each** **\$2.79**

U.S.D.A. Grade 'A' Pearl Brand

TURKEYS
7 Lb. **\$2.79**
Average **Each**

1. How big are the turkeys that are advertised? _____
(Is this saying the same thing in two different ways?)
2. How much do the turkeys cost per pound? _____
3. Is there any difference in the brand in the two ads? _____
4. Could some turkeys weigh more than 7 pounds? _____
5. Could some turkeys weigh less than 7 pounds? _____
6. Is it important to check the weight of each turkey that you buy? _____

Full Breakfast Hickory Smoked
SLICED BACON ...Lb. Pkg. **69c**

A

HY-VEE sugar-cured
BACONLb. **79c**

B

1. How much do you save by buying the bacon in example A? _____
2. How much would 2 pounds of bacon cost in example A? _____
3. How much would 3 pounds of bacon cost in example B? _____
4. Why would you have reasons to buy the bacon in example B rather than the cheaper price in example A? _____
(discuss convenience of the store, may be doing weekly shopping there)

Lesson XXVI (sample lesson #4)

Using the full page grocery ad find the answers to these questions:

1. How much does one dozen donuts cost? _____
2. How much would $1\frac{1}{2}$ dozen donuts cost? _____
3. How many cupcakes do you get for 39¢? _____
4. How much would one dozen cupcakes cost? _____
5. How much is just one cupcake? _____
6. If you buy one pound of ground beef and one package of buns, what will be the cost? _____
How much tax? _____
7. Which is the least expensive cereal to buy this week? _____
8. What would you pay for 6 cans of pop? _____
9. How much are one dozen eggs? _____
10. Which is cheaper, cinnamon bread or white bread? _____
11. Your dog eats one can of dog food every day. You are going on vacation and the neighbor plans to feed your dog for you. If you plan to be gone one week how many cans of dog food should you buy?
How much will they all cost? _____

DISCO

FOODS

★ ★ ★ FOODS

600 S. MAIN

WE WILL BE HAPPY
TO CASH YOUR
PAYROLL CHECK

OPEN 7 DAYS
A WEEK

8 A.M. TO 9 P.M. DAILY
FRIDAY 8 A.M. TO 10 P.M.
9 A.M. TO 5 P.M. SUNDAYS

LOTS OF
FREE PARKING

LOW FOOD PRICES
NO COSTLY STAMPS
STORE WIDE LOW PRICES
NO AD GIMMICKS

SEALTEST
Cottage Cheese
2-LB.
CARTON
39c

HORMEL
SPAM
12-OZ.
CAN
49c

FOGGERS
COFFEE
2
LB.
CAN
99c

QUALITY INSTANT
Potato Flakes
2 1/2
LB.
CAN
39c

3 DIAMOND MANDARIN
ORANGES
11 Oz.
Can
20c

DISCO QUALITY MEATS ARE TOPS!

FINEST FRUITS and VEGETABLES AT DISCO



FRESH LEAN
GROUND
BEEF

39c



FRESH - CRISP
CELERY
19c

VALU SELECTED
ROUND STEAK lb. **75c**
TENDERIZED STEAK lb. 85c

VALU SELECTED
BONELESS ROLLED
RUMP ROAST lb. **89c**
Oscar Mayer Fresh
PORK LINK SAUSAGE lb. 79c | Chock Style
Bologna lb. 49c

VALU SELECTED
CHUCK STEAK lb. **49c**

GOOD VALU
SLICED
BACON lb. **69c**
RATH SLICED
LUNCHEON
MEATS lb. 39c
4 Varieties 8 oz. Pkg.

MILD
YELLOW ONIONS 2 lbs. 39c
CALIFORNIA
SEEDLESS GRAPES lb. 29c

GREEN
CABBAGE lb. 10c
BUNNIST 85%

Valencia Oranges Doz. 79c

NO. 1
RED
POTATOES
10-LB.
BAG

59c



CHECK AND COMPARE

REG. POST
41c RAISIN BRAN 14 Oz. Box **34c**
REG. KELLOGG'S
49c VARIETY PAK **41c**
REG. 50c CAPTAIN CRUNCH **42c**
REG. POST
43c 40% BRAN FLAKES 16 Oz. Box **36c**
REG. LITTLE BEE
9c DOG FOOD Can **7c**
REG. PURINA
3.25 DRY DOG FOOD 25 Lb. Bag **284**
REG. MORTON'S WATER SOFTENER
2.29 SALT PELLETS 100 Lb. Bag **198**
REG. FLAV-O-RITE
39c ORANGE SLICES 28 Oz. Bag **39c**

Bakery Specials

TO PERK UP YOUR
OUTDOOR MEALS!

BAKED FRESH DAILY IN OUR
OWN IN STORE BAKERY

FRESH BAKED
CINNAMON
BREAD

29c



Goes Great with Charcoal Hamburgers
HAMBURGER
BUNS Pkg. of 6 **19c**

FRESH - TASTY
CAKE
DONUTS

DOZ.

49c ICED CHOCOLATE
CUP CAKES

6

39c

LOW, LOW PRICES

REG. PABST	6pk 12 oz. Throw Away Bottles	89c
1.00 BLUE RIBBON BEER		
REG. SUPER VALU	29c SALTINE CRACKERS	1 Lb. Box 25c
REG. FLAV-O-RITE	24c WHITE BREAD .. 5	1 Lb. Loaves 100
REG. SHAMROCK CRUSHED OR SLICED	13c PINEAPPLE	8 Oz. Can 10c
REG. GOOD VALU	23c Oleo Margarine 5	1 Lb. Cartons 100
REG. FLAV-O-RITE FROZEN	13c LEMONADE	6 Oz. Can 10c
REG. Poly Bag Four & Store	38c VEGETABLES .. 3	1 1/2 Lb. Bags 100
REG. FLAV-O-RITE FROZEN	37c ONION RINGS ... 3	7 Oz. Pkg. 100

FLAV-O-RITE
COOKIES
Reg. 29c
Pkg. 4
\$1.00

GOOD VALU
Peanut Butter
Smooth or Slik
3 Lb.
Jar **99c**

SNOW DRIFT
SHORTENING
3 Lb.
Can **59c**

GRADE A MEDIUM WHITE
EGGS
3 Doz. **89c**

SHASTA
CANNED POP
All
Flavors **8c**

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XXVII

To read to find information in news stories.

Discuss that each news story tells six important things - who it is reporting about, what happened, how it happened, when it happened, where it happened, and why it happened.

Select a news item of local interest. With a colored pencil, underline who the story is about. Do the same for what, where, when, why and how. To make this significant for the students, 6 different colored pencils could be used. To be systematic and uniform each color could be devoted specifically to a certain "wh" word. For example:

who	red	why	orange
where	blue	what	brown
when	green	how	black

Insert the key into the student's notebook for future reference.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XXVIII

To make judgments regarding importance of news articles.

"Look at the front page of the paper.

Select 4 news stories (or any number). Decide which one you think is the most important article. Number it 1. Put number 2 on the one you think is the second in importance, and so on."

Compare results with class. Discuss why there are differences in importance (interest of student in topic, knowledge of topic to the student, area from which news comes, etc.)

Daily newspapers.

Film:
Now to Read a Newspaper
U-3321
University of Iowa

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XXIX

To learn skill of skimming.

To give the students practice in skimming the newspaper, suggest activities such as:

"Choose the sports page of the paper. List the different kinds of sports reported. Tally report."

(Discuss why more space is allotted for some sports than others. (seasonal, major

vs. minor sports, important event - world series, bowl football games, Olympics, Kentucky Derby, etc.)

"Would the time of year when you make these lists differ - why?"

"Concentrate on front page of the paper. Decide on one topic. Try to find as many words as you can that tell about this topic and circle these words with colored pencil. Example -

Airplane: transport plane, jets, airfield, airport, vapor trail, paratrooper, flight, heli-

OBJECTIVES

ACTIVITIES
RESOURCE MATERIALS

Lesson XXIX (cont.)

copter, etc. Time: today, tomorrow, next year, in two weeks, until Thursday, an hour, etc."

Other needs for skimming include:

1. information from weather report
2. looking for a job in the want ads
3. looking for a particular TV show or the time of a show.
4. finding a name in a news item
5. locating an answer to a specific question
6. noting prices in food ads
7. checking telephone numbers or addresses

Other skimming activities might include:

1. looking for compound words, number words, etc.
2. words with "ing, ed, s" endings
3. days of the week
4. names of months
5. phrases that tell where
6. phrases that tell when

Point out to the pupils that they do not

RESOURCE MATERIALS

ACTIVITIES

OBJECTIVES

Lesson XXIX (cont.)

need to read every word. Quickly look over an article to find the specific thing that they're looking for.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XXX

To classify information according to different categories.

Discuss what are the school subjects we have and are most interested in: science, health, social studies, vocations, language art, physical education, math etc. Look for articles from the newspaper that would be in the category of these subjects. After each student presents

an article and tells why it should be placed in a particular category have the group discuss his placement.

Another further activity would be to find pictures from the newspaper. Clip photographs and classify according to the headings developed in the previous activity:

Art, music, drama	Industry	Science
Beauty	Labor	Society
Community Projects	Oddities	Sports
Crime	Politics	Styles
Deaths	Religion	Weather

RESOURCE MATERIAL

ACTIVITIES

OBJECTIVES

Lesson XXX (cont.)

Make a bulletin board display emphasizing these interest areas: Jobs, Money, Animals, People, Cars, Sports, etc. Assign committees to work on captions; others to find articles in newspaper regarding these areas. Cut out. Be ready to justify placement in each area. Place only with the consent of group after class discussion.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIAL

LESSON XXXI

To become aware that there are different ways of saying the same thing and that the same thing.

Discuss that there are many different ways of saying the same thing and that the newspaper shows us many examples of this.

Show examples of sports headlines that mean the team or individual won a sporting event. Point out the various words used that mean "win."

Some students may use the dictionary to get leads for suggested words.

Daily Newspapers

Film:
Look it Up!
(Dictionary Habits)
U-3325

University of Iowa

Grayhounds Win District Crown

DUBUQUE TOPS
WATERLOO, 1-0

Legion Trims
Mt. Pleasant

Twins Coast

By Senators

It's Dodgers
On Pinch Hit
In Ninth, 2-1

Tigers Tip Bosox

Sisk Breezes
Behind Pirate
Rout Of Reds

Phils Edge
Cards, 4-3

Curley Captures
Tipton Feature

NAB
9TH VICTORY

Burlington
Swimmers
Triumph

OBJECTIVES

ACTIVITIES

RESOURCE MATERIALS

LESSON XXXII

To read the newspaper for fun and information.

Discuss that reading the newspaper can give the students a wide variety of information, as well as providing an activity which is fun.

Show examples such as:

1. Reading for information:

New Sales Tax Schedule Beginning October 1

DES MOINES—(IDPA)—The state tax commission today announced the new sales tax schedule of charges at the new three per cent rate which goes into effect on Oct. 1.

The new schedule:

0 to 14 cents — no tax.
15 to 45 cents — one cent tax.
46 to 80 cents — two cent tax.
\$1 to \$1.14 — three cents tax.
\$1.15 to \$1.45 — four cents tax.

Lesson XXXII (cont.)

OBJECTIVES

How is this new tax schedule different from the old?

How much tax do you pay for a 39¢ purchase?

How much tax is on a \$1.00 purchase?

What is the smallest amount you can buy and have 1¢ tax?

What is the smallest amount you can buy and have 2¢ tax?

On how much does the 2¢ tax begin?

The flashlight that costs \$1.25 has how much tax?

2. Unusual items such as the following headlines:

Row, Row, Row Your Boat

Lesson XXXII (cont.)



Senate Lowers Boom On Dodd

Clocks Must Do More
Than Just Tell Time

OBJECTIVES

Lesson XXXII (cont.)

ACTIVITIES

RESOURCE MATERIAL

Have students find examples to put in one section of their notebook. Label the source and date it.

3. Have each student select a well-known person from politics, sports, or entertainment.
 - a. Collect as many news stories as possible about these people.
 - b. Using stories collected as a reference, write a paragraph about this person.
 - c. Do not reveal identity of the person, but give a code number to the written paragraph.
 - d. Each person tape record his paragraph.
 - e. At listening center have all students listen to these tapes.
 - f. Record on score sheet identity of person written about.
 - g. After sufficient time to give class an opportunity to record answers, evaluate score sheets.

OBJECTIVES

ACTIVITIES

RESOURCE MATERIAL

LESSON XXXIII

To become familiar with the wire services and a news syndicate.

What is a news agency? Talk about Associated Press and United Press-International.

These are wire services which are a news

gathering organization to whose services local newspapers subscribe.

"To which wire service does the paper we use subscribe?

How can you tell?"

Have a copy of a strip of wire service as it comes out of the machine. Compare news story in paper to the wire service report.

"Why might two different papers have identical write-ups of a news event?"

#

"What is a news syndicate?

To which syndicate does our paper subscribe?

What are some of the articles produced by this syndicate?"

Culminating Activities

1. Plan a trip to the local newspaper plant.
"What will we expect to see?
How will we go?
What's the kind of behavior we need to exhibit?"
2. Invite reporter or editor to visit the class.
Find out what he does.
Discuss details of his daily work.
3. Make our own newspaper
What should it include?
Plan format. Choose topics to write about.
Select editor, copy reader, etc.
4. Set a deadline.
Take the newspaper survey again.
Compile results and compare to first survey.
Draw conclusions.
5. What kinds of information do newspapers furnish? Class discussion could result in a listing similar to this:
 - a. Current events - local, state, national
 - b. who the world leaders are
 - c. how leaders live
 - d. weather reports
 - e. health information
 - f. new inventions and discoveries
 - g. better ways of doing things
 - h. latest styles and prices
 - i. where to shop to get best prices
 - j. etiquette and good manners
 - k. where to look for a job
 - l. how to be a good citizen
 - m. what time is church
 - n. ball scores and leading teams
6. Have student from the high school print shop visit class and give a demonstration.
7. Visit high school print shop.

GLOSSARY OF TERMS

1. Add - late news added to a story already written or printed.
2. Beat - permanent assignment of a reporter to a news source.
3. Better Business Bureau - a non-profit organization, supported by memberships of various businesses. Its purpose is to further and encourage honesty and reliability in advertising and selling and to discourage fraudulent and deceptive advertising and selling methods.
4. Breaks - when a newspaper receives its first news of what is happening.
5. Copy reader - a newspaper worker who corrects or edits copy written by reporters. He may also write the headline for it.
6. Cover - To get all the facts for a news report and write it up.
7. Cut - a piece of wood or metal that prints a picture; also the picture made from the cut.
8. Cutline - The explanatory matter below pictures.
9. Deadline - final moment when copy for an edition must be turned in.
10. Dummy - plan used in laying out material to be printed.
11. Feature - a distinctive or prominent article, story, or picture. Feature writing is usually more colorful than timely; a feature story may even depart from the standard summary - lead of news story. Occasionally timely news events may have a "feature angle".
12. File a story - a correspondent files a story by giving it to the telegraph operator to transmit to his office.
13. Form - metal frame in which type for one page is put together.
14. Galley - a flat tray with raised sides which holds a column of type set by the linotype.
15. Lead - the first few sentences or the first paragraph or two of a news story containing the summary or introduction to the story.
16. Main trunk - a telephone line between AP offices in various cities, over which messages may be sent directly, that is, without going through a central telephone office located in the city.
17. Make-up - arrangement of news, pictures, etc.

Glossary of Terms (cont.)

18. Masthead - the matter printed in every issue of a newspaper or journal stating the title, ownership, management, subscription and advertising rates.
19. Mat - cardboard bearing the impression of a page of type.
20. Morgue - newspaper library containing old newspaper clippings.
21. Newsprint - paper on which newspaper is printed.
22. Plate - curved metal impression of newspaper page used on printing press.
23. Publicity - advertising disguised as news or having some news value, generally prepared by the advertiser or an agency supported by him.
24. Rewrite man - a reporter who rewrites stories sent in by correspondents or local reporters, or who writes stories on information telephoned in by reporters.
25. Slug - the line of type made by a linotype machine.
26. Spot news - up-to-date, immediately reported news.
27. Telegraph editor - in charge of the editing of the telegraphed news usually furnished by press services - AP, UPI, INS.
28. Wirephoto - a trade name used by AP service for their system of transmitting photographs by wire.

BIBLIOGRAPHY
(for teacher resource and reference)

Barbe, Walter B. Educator's Guide to Personalized Reading Instruction, Englewood Cliffs, N.J.: Prentice-Hall Inc., 1961.

Boutwell, W.D. "Motivating the Slow Learner: Interests of Teen-agers", Wilson Library Bulletin, September 1965, pp. 75-77.

Burns, Paul C. "How to Read and Judge a Newspaper", Grade Teacher, March 1965, pp. 106-107.

Crisuolo, Nicholas. "How to Teach the Art of Reading a Newspaper", Grade Teacher, October 1964, p. 22.

The Daily Newspaper and Its Reading Public. Bureau of Advertising, ANPA, 485 Lexington Avenue, New York, N.Y., 1951, 59 pp.

Dale, Edgar, How to Read a Newspaper, Chicago: Scott Foresman, 1941.

Downing, Edna C. "Units on the Study of the Newspaper for English Classes Grades 7-12", Reprinted by ANPA Foundation, 750 Third Avenue, New York, N.Y. \$1.50.

Easter, Mary B. "Remedial Reading and the Newspaper", The Newspaper in the Classroom, Printed and Distributed by Moline Daily Dispatch, Special Services Dept., 1720 Fifth Avenue, Moline, Illinois, 61625, July 1966.

Faber, Doris. Behind the Headlines: The Story of Newspapers. New York: Pantheon Books - Division of Random House, 1963, 151 pp. This is a behind-the-scenes account of exciting day-by-day developments as dedicated reporters and editors put out a major metropolitan newspaper.

The Faculty Speaks. New York: ANPA Foundation. Representative presentations at the 1965 Regional Conferences on the Role of the Daily Newspaper in the School Curriculum.

Fader, Daniel N. Hooked on Books. New York: Berkley Publishing Corp., 1966. paper back.

Fasan, Walter R. and Helen F. Isbitz. "Reading Activities Using Newspapers", The Instructor, January 1967, pp. 24-25.

Haefner, John H. The Daily Newspaper in the School Curriculum, New York: ANPA Foundation, March 1967. \$1.00. A manual for teachers and newspapermen on the use of newspapers in the classroom.

Haefner, John H. "News in the Classroom", Saturday Review, January 15, 1966, p. 71.

How to Read a Newspaper. St. Louis Post Dispatch, Public Affairs Dept., 12th and Franklin Sts., St. Louis, Missouri, 63101, 16 pp.

Bibliography (cont.)

Kottmeyer, William. Teacher's Guide for Remedial Reading, New York: McGraw-Hill Book Co., Inc., 1959 (330 W. 42nd St., New York, N.Y., 10036).

Liebman, Nancy W. "Newspapers Interest Third Graders," The Instructor, February 1959, p. 35.

Meyen, Edward L. Planning Community Services for the Mentally Retarded. Scranton, Pa.: International Textbook Company, 1967. \$7.95 hard back or \$4.95 paper back.

The Newspaper in the Classroom. Published by Copley Newspapers, June 1966. \$1.00. A two-week teaching unit and additional enrichment aids for elementary grades.

The Newspaper in the Classroom. Des Moines: Des Moines Register and Tribune, Educational Services Dept. Contains prepared units - 16 in all, prepared at the 1964 Drake newspaper workshop. (First grade, grades one and two, second grade, grade 3, geography, math - gr. 4-5-6, remedial reading - gr. 4-8, fine arts - int. through Jr. H., comics and cartoons - all, English class - secondary level, business education - grades 9-12, world personalities - any level, see Iowa first - any level, clipping file-library - any level, journalism - elementary and Jr. H., films and filmstrips with newspaper - all levels.)

The Newspaper in the Classroom. Published by Louis Globe-Democrat, June 1966, \$1.00. Practical suggestions for using the newspaper in classrooms of Elementary, Junior and Senior Schools.

The New York Times Curriculum Aids. New York: New York Times. Introduction to a good reading habit, New York Times in distributive education, New York Times a basic text for problems of democracy courses, The New York Times in the crowded curriculum, The New York Times in Junior High English Classes, Get more out of your newspaper, The New York Times versatile aid in social studies, The New York Times in the Economics classroom, Enriching the curriculum with The New York Times, The New York Times in Junior High School.

O'Hara, Robert C. Media for the Millions. New York: Random House, 1962, 421 pp.

Russell, David H. and Etta E. Karp. Reading Aids Through the Grades. New York: Bureau of Publications, Teachers College, Columbia University, 525 W. 120th St., New York, N.Y. 10000.

Ryan, Leonard Eames, and Bernard Ryan, Jr. So You Want to go into Journalism. New York: Harper and Row, 1963, 192 pp. No pictures. Purpose is to try to help understand the opportunities and the problems faced in the business of journalism.

Bibliography (cont.)

A Selection of Readings for ANPA Workshops on the Newspaper in the Classroom, Summer 1967, New York: ANPA Foundation.

Smith, Jeanette. Books for New Readers: A Bibliography. New York: New Readers Press, Box 131, Syracuse, N.Y., 13210. \$60. Materials in this bibliography range up to and into fifth grade, but not beyond it.

Spache. Good Reading for Poor Readers. Illinois: Garrard Publishing Company, Champaign, Ill. Rev. 1964. Reference to help select material. Reading level and interest level of books indicated.

Spoerl, Dorothy T. Guide to Children's Magazines, Newspapers, Reference Books. Washington D.C.: Association for Childhood Education International, 1962 (3615 Wisconsin Ave., N.W.)

Suggested Plans for the Study of the Newspaper in the Classroom. New York: ANPA Foundation, 50 pp.

The Teacher and the Newspaper: A Guide and Its Use. Michigan: The Flint Journal, 1966. \$1.50.

"Teachers Guide: Study of the Newspaper in the Classroom" Peoria: Peoria Journal Star.

BIBLIOGRAPHY
(Books for students to use)

Batchelor, Julie Forsyth. Communication: From Cave Writing to Television. New York: Harcourt, Brace, and World, Inc., 1953.

Davis, Nettie Stewart and Bonnie Foster Terrio. Applied Mathematics for Girls. Milwaukee: The Bruce Publishing Company, 1963. \$3.18.

Finding Your Job. Minneapolis, Minnesota: Finney Company, Vol. I, II, III, IV, 1962.

Getting and Holding a Job. New York: The Richards Company.

Hartley, Twyla E. A Clothing Construction Program: Snip, Clip, Stitch. Chicago: Follett Publishing Company. \$2.96.

Epstein, Sam and Beryl. The First Book of News. New York: Franklin Watts, Inc., 1965.

Experiences in Wood and Related Materials for Special Class. Chicago: Follett Publishing Company. \$5.88.

Feigenbaum, Lawrence H. This is a Newspaper. Chicago: Follett Publishing Company. \$1.32.

Hanson, Margaret J. The Care We Give Our Clothes. Texas: Steck-Vaughn Company, 1966. \$1.65.

Jupo, Frank. Read All About It! The Story of News Through the Ages. New York: Prentice-Hall Inc., 1957.

Keyboard Town Story. Chicago: Follett Publishing Company. \$5.96.

News for You. New York: Laubach, Publisher.

Lawrence, Mildred. Sand in Her Shoes. New York: Harcourt, Brace and World, Inc. \$2.95.

Lawson, Gary. Newspaper Reading. Elk Grove, California: Gary Lawson (9488 Sara Street).

Lent, Henry B. I Work on the Newspaper. New York: MacMillan Company. \$3.95.

Leptien, Emilie V. and Erna F. Heintz. Communication and You. Chicago: Rand McNally and Company, 1966.

McCabe, Sybil. How Printing Helps Us. Chicago: Benefic Press, 1964. \$1.80.

Meshover, Leonard. You Visit a Newspaper - Television Station. Chicago: Benefic Press, 1965. \$1.80.

My Weekly Reader. Ohio: American Education Publications. \$1.50 per year.

Neufeld, Rose Folman. Reading Fundamentals for Teenagers. New York: John Day Company.

Prevo, Helen R. The Happy Housekeepers. New York: Frank E. Richards, Publisher, 1964.

Bibliography (cont.)

Scheib, Ida. What Happened? The Science Stories Behind the News. New York: David McKay Co., Inc. \$2.95.

Smith, Harley A. and Ida Lee King. How to Read Better. Texas: The Steck Company, 1952. \$.88 retail.

Sootin, Laura. Let's Take a Trip to the News-paper. New York: G.P. Putnam's Sons, 1956, 49 pp. \$1.95.

Staff, Ford Foundation Project, Dade Co. Public Schools, Miami, Florida. Math and the Black Cat. Indiana: D.C. Heath and Company, 1965. \$.64 list.

Weiland, Lauretta Larson. At Work in the Kitchen. New York: D. Van Nostrand, Inc., 1958 Rev.

SUPPLEMENTAL READING

Related to Newspapers and interest level of
Junior High: for student use.

Bannan, Henry and Whitehead, Robert

	Reading Level	Interest Level	
<u>The Lost Uranium Mine</u>	1964	2	4-9
<u>Flight to the South Pole</u>	1965	2	"
<u>Hunting Grizzly Bears</u>	1963	3	"
<u>Fire on the Mountain</u>	1963	3	"
<u>City Beneath the Sea</u>	1964	4	"
<u>The Search for Piranha</u>	1954	4	"
<u>Sacred Well of Sacrifice</u>	1964	5	"
<u>Viking Treasure</u>	1965	6	"

World of Adventure Series
Benefic Press
1900 Narragansett Ave.,
Chicago, Ill. 60639

No grade level marked on the books. Indicates at end of each chapter the number of words in the entire story. Each book is introduced with Why? What? Where? with one or two sentences of the gist of the story. The book is divided into chapters. The end of each chapter contains a map, news story account of the story and a tall tale.

Bradfield, Joan and Roger. Who Are You? Racine, Wisconsin: Whitman Publishing Company, 1966. \$.69.
Golden Press, Inc.

Educ. Division
850 Third Ave.,
New York, N.Y.

Carson, Esther O. Teen-agers Prepare for Work, Book I, Book II, \$1.95 single copies or \$1.90 for 100 or more.

Book I

Book II

	Reading Level	Interest Level	
<u>The Lost Uranium Mine</u>	1964	2	4-9
<u>Flight to the South Pole</u>	1965	2	"
<u>Hunting Grizzly Bears</u>	1963	3	"
<u>Fire on the Mountain</u>	1963	3	"
<u>City Beneath the Sea</u>	1964	4	"
<u>The Search for Piranha</u>	1954	4	"
<u>Sacred Well of Sacrifice</u>	1964	5	"
<u>Viking Treasure</u>	1965	6	"

New Readers Press
Box 131
Syracuse, New York 13210

Knoche, Norma R. and Mary Voell Jones. What Do Mothers Do? Racine, Wisc.: Whitman Publishing Co., 1966. \$.69.
Laubach, Frank and Elizabeth Kirk. City Living. New York: Macmillan Co., 1967. \$.65.
Correlated Reader 2 with "short vowel sounds". The New Streamlined English Series.

Laubach, Frank C. and Elizabeth Kirk. In the Valley. New York: Macmillan Co., 1967. \$.65.
Correlated reader to accompany "sounds and names of letters". The New Streamlined English Series.

Supplemental Reading (cont.)

McIntire, Alta. Follett Beginning-to-Read Picture Dictionary. Chicago: Follett Publishing Company, 1010 W. Washington Blvd., Chicago 60607. \$1.32. Interest K-3.

McNally, Tom. Fishing for Boys. Chicago: Follett Publishing Co., 1010 W. Washington Blvd., Chicago 60607. \$1.89. Reading Level - Grade 5 Interest Level - Grade 4-8

McNally, Tom. Hunting for Boys. Chicago: Follett Publishing Co., 1010 W. Washington Blvd., Chicago 60607. \$1.89. Reading Level - Grade 5 Interest Level - Grade 4-7

McFarlane, John W. It's Easy to Fix Your Bike. Chicago: Follett Publishing Co., 1010 W. Washington Blvd., Chicago, 60607 Rev. \$2.67. Reading Level - Grade 6 Interest Level - 6 up

Tripp, Fern. I Want a Driver's License.

Fern Tripp
2035 East Sierra Way
Dinuba, California

Turner, Richard H. Code #
The Language You Speak 0558 \$.81
The Newspapers You Read 0554 each
The Letters You Write 0556
The Movies You See 0555
The Phone Calls You Make 0553
The Television You Watch 0552

Turner-Livingston Communication Series
Follett Publishing Co.
1010 W. Washington
Chicago, Illinois 60607

Grade 7-12 (slow learner program)

The Turner-Livingston Reading Series
The Money You Spend 0540
The Town You Live In 0542
The Jobs You Get 0544
The Person You Are 0546
The Friends You Make 0548
The Family You Belong To 0550

Jr. H.S. (slow learner program)

Code #
The Delso Sisters, Beauticians 0573
The Millers and Willie B., Butcher, 0572
Baker, Chef 0571
John Leveron, Auto Mechanic 0570
Marie Perrone, Practical Nurse 0570

Grade 7-12 (slow learner program)
Follett Publishing Co.
1010 W. Washington Blvd.,
Chicago, Ill. 60607

Grade 7-12 (slow learner program)

FILMS AND FILMSTRIPS

Films and filmstrips that may be used in connection with teaching language and communication skills via the mass media.

Available From: Bureau of Audio-Visual Instruction
Extension Division
State University of Iowa
Iowa City, Iowa 52240

Univ. Number	Name of Film	Interest Level	Color or B/W	Time	Rental Fee
U-860	Automotive Service	J-C	B/W	11 min.	\$1.50
U-2108	Baking Industry	J-H	B/W	11 min.	1.50
U-3127	Better Use of Leisure Time	J-C	B/W	11 min.	1.50
U-2069	Brick and Stone Mason	J-C	B/W	11 min.	1.50
UK-4902	Burlington	P-J	B/W	28 min.	2.00
U-2114	Bus Driver	P-I	B/W	11 min.	1.50
U-779	Cattleman	I-H	B/W	11 min.	1.50
U-5066	Calendar: Story of Its Development	I-H	B/W	11 min.	1.50
U-5068	Communication in the Modern World	I-J	B/W	11 min.	1.50
U-5256	Communication: Story of Its Development	I-J	B/W	11 min.	1.50

Films and Filmsstrips (cont.)

U-771	Corn Farmer	I-C	B/W	11 min.	1.50
U-6113	Current Events: Understanding and Evaluating Them	J-H	B/W	11 min.	1.50
U-1064	Dairy Industry	J-H	B/W	11 min.	1.50
U-4042	Discovering the Library	P	B/W	11 min.	1.50
U-5618	Effective Listening	J-H	B/W	17 min.	3.00
U-1013	Electrician, The	J-H	B/W	11 min.	1.50
U-2349	Fire and Police Service	J-C	B/W	11 min.	1.50
U-3809	Getting a Job	H-Ad	B/W	16 min.	3.00
U-5784	Getting Yourself Across	H-Ad	B/W	21 min.	3.00
U-3321	How to Read Newspapers	J-H	B/W	11 min.	1.50
U-4636	Impressionable Years (library)	E-AD	B/W	30 min.	4.50
U-2329	It's All Yours (library)	J-H	B/W	11 min.	1.50
U-3345	It's Fun to Read Books	E-C	B/W	11 min.	1.50
U-3325	Look it Up! (Dictionary Habits)	J-H	B/W	11 min.	1.50
U-5482	Lost Hunter	H-Ad	B/W	22 min.	3.00
U-773	Machine Maker	I-C	B/W	11 min.	1.50
U-1062	Machinist and Toolmaker	J-H	B/W	11 min.	1.50
U-2324	Mailman, The	J-H	B/W	11 min.	1.50

Films and Filmstrips (cont.)

U-4047	Making Change for a Dollar	P	B/W	11 min.	1.50
U-2268	Maps Are Fun (about a paper route)	I-J	Color	11 min.	2.75
U-2477	Making Books	P-J	B/W	11 min.	1.50
U-3878	Mightier than the Sword	H-C	B/W	20 min.	3.00
U-1658	Mint, The	I-C	B/W	11 min.	1.50
U-768	Modern Lithographer	I-C	B/W	11 min.	1.50
U-4707	Monkey Who Would be King, The	P	B/W	11 min.	1.50
U-5757	More than Words	E-Ad	Color	14 min.	2.75
U-3027	Newspaper Story	I-H	B/W	16 min.	3.00
U-4275	Newstime in First Grade Reading	teacher	Color	22 min.	3.00
U-2922	Nurse, The	P-C	B/W	11 min.	1.50
U-1010	Nursing	J-C	B/W	11 min.	1.50
U-2071	Painting and Decorating	J-C	B/W	11 min.	1.50
U-1043	Paper Making	I-C	B/W	22 min.	3.00
U-4053	Paper and Pulp Making	I-H	B/W	11 min.	1.50
U-2244	Photography	J-C	B/W	11 min.	1.50
U-2072	Plumbing	J-C	B/W	11 min.	1.50
U-2082	Poultry Raising	J-H	B/W	11 min.	1.50

Films and Filmstrips (cont.)

U-3742	Poems are Fun	I	B/W	11 min.	1.50
U-2351	Printing (recording knowledge)	J-C	B/W	11 min.	1.50
UK-3946	Printing (art)	E-J	B/W	30 min.	2.50
U-3194	Printing Through the Ages	J-C	B/W	17 min.	3.00
I-4375	Republican Times (Marshalltown, Iowa Newspaper)	J-C	B/W	22 min.	2.75
U-2109	Restaurant Operator	J-H	B/W	11 min.	1.50
U-1063	Sheet Metal Worker	J-H	B/W	11 min.	1.50
U-3952	Small Town Editor	H-C	B/W	22 min.	3.00
I-5642	This Is Iowa (Northeast)	J-Ad	Color	17 min.	.75
I-5641	This Is Iowa (Northwest and Central)	J-Ad	Color	17 min.	.75
I-533	Trees to Tribunes	I-C	B/W	35 min.	.75
U-1065	Welding Operator	J-H	B/W	11 min.	1.50
U-4363	Wheat Farmer, The	E-H	B/W	11 min.	1.50
U-520	Wheat Farmer	I-H	B/W	11 min.	1.50
U-2373	What is Money?	J-H	B/W	11 min.	1.50
U-894	Woodworker, The	J-H	B/W	11 min.	1.50
U-5911	Writing a Report	I	B/W	11 min.	1.50

Films and Filmstrips (cont.)

Available From: Almanac Films, Inc.
516 5th Avenue
New York, New York

City Desk Item

Available From: Encyclopedia Britannica Films,
Inc.
1150 Wilmette Avenue
Wilmette, Illinois

Newspaper Story

Printing Through the Ages
Writing Through the Ages

Available From: Coronet Films
Coronet Building
Chicago, Illinois

Punctuation - Mark Your Meaning

Available From: Popular Science from McGraw-Hill
Text-Film Dept.
330 W. 42nd
New York, New York

All Aboard the Punctuation Express (filmstrip)
Color

Available From: Young America Films, Inc.
McGraw-Hill Text-Film Dept.
330 W. 42nd St.
New York, New York

Mass Communication Series (filmstrip)

Punctuation Series (filmstrip)
Color

Available From: Eye Gate House, Inc.
14601 Archer Avenue
Jamaica, New York

Story of Communication (filmstrip)
Color

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: _____ Lesson Title: _____

Check:

Content: Very appropriate _____ Somewhat appropriate _____ Not appropriate _____

Suggestions
for teacher: Very helpful _____ Somewhat helpful _____ Not helpful _____

Resources: Very helpful _____ Somewhat helpful _____ Not helpful _____

Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: _____ Lesson Title: _____

Check:

Content: Very appropriate — Somewhat appropriate — Not appropriate —

Suggestions for teacher: Very helpful — Somewhat helpful — Not helpful —

Resources: Very helpful — Somewhat helpful — Not helpful —

Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: _____ Lesson Title: _____

Check:

Content: Very appropriate ____ Somewhat appropriate ____ Not appropriate ____

Suggestions
for teacher: Very helpful ____ Somewhat helpful ____ Not helpful ____

Resources: Very helpful ____ Somewhat helpful ____ Not helpful ____

Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: _____ Lesson Title: _____

Check:

Content: Very appropriate ____ Somewhat appropriate ____ Not appropriate ____

Suggestions
for teacher: Very helpful ____ Somewhat helpful ____ Not helpful ____

Resources: Very helpful ____ Somewhat helpful ____ Not helpful ____

Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: _____ Lesson Title: _____

Check:

Content: Very appropriate _____ Somewhat appropriate _____ Not appropriate _____

Suggestions
for teacher: Very helpful _____ Somewhat helpful _____ Not helpful _____

Resources: Very helpful _____ Somewhat helpful _____ Not helpful _____

Evaluative Statement:

Suggestions for Revision: